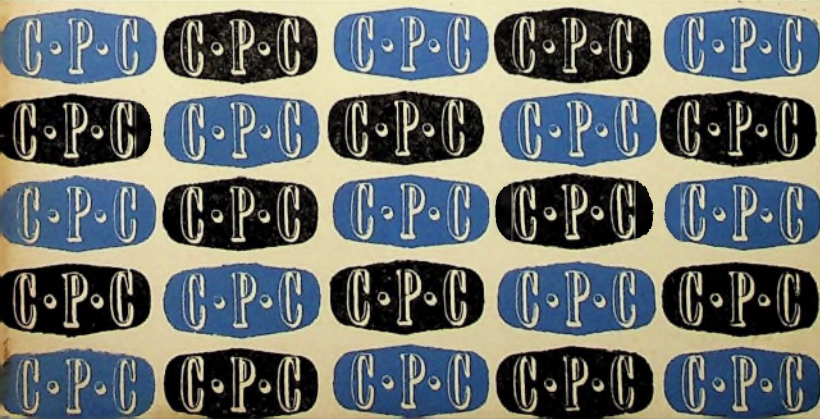


POLITICAL EDUCATION HANDBOOK

Price : One Shilling



FIRST PUBLISHED IN MAY, 1951
BY THE CONSERVATIVE POLITICAL CENTRE
6 VICTORIA STREET, LONDON, S.W.1.
C.P.C. NUMBER 106

PRINTED BY ESICK PRINTING CO., 30 CITY ROAD, E.C.1.

Contents

I. OBJECTS	...	...	...	3
II. ORGANISATION	...	...	...	4
III. POLITICAL EDUCATION METHODS	...			7
1. The Lecture; 2. Conferences; 3. Discussion Groups; 4. Two-way Movement of Ideas; 5. Brains Trusts; 6. Debates.				
IV. C.P.C. ACTIVITIES...	...	...		17
1. C.P.C. Membership Scheme; 2. C.P.C. Postal Study Courses; 3. Individual Tuition Scheme—Guided Study; 4. The C.P.C. Annual Conference; 5. The C.P.C. National Summer School.				
V. INFORMATION OFFICERS AND INFORMATION SERVICES	...	...	...	21
VI. THE CONSTITUENCY LIBRARY	...			24
VII. YOUNG CONSERVATIVE PROGRAMMES...				27
VIII. SWINTON CONSERVATIVE COLLEGE	...			28
APPENDIX 1. Variety in Discussion; APPENDIX 2. Political Education in the Country Areas; APPENDIX 3. Facilities Offered by Outside Bodies; APPENDIX 4. C.P.C. Publications.				

I. Objects

The Conservative Political Centre was started in December 1945 to revive and extend the educational work which between the Wars had been undertaken by the central education department of the Conservative Party.

The C.P.C. as an educational body was never intended to make a mass emotional appeal. Its work has been to influence opinion by reasoned instruction and to help groups within the Party to increase the influence of Conservative principles and policies throughout the country.

These broad objects can be stated in more particular terms as follows:

- (1) To evolve political education methods suited to the varying needs of different members of the Party, including facilities for the development of outstanding talent among Party members.
- (2) To keep a substantial body of Party workers in the constituencies in close touch with Conservative thought.
- (3) To provide a recognised return channel by which news and views may be forwarded from the constituencies to the leaders of the Party.
- (4) To influence non-party voters by the presentation of Conservative thought and policy in an objective manner.

The C.P.C., which is a department of the Conservative Central Office, is the secretariat and organising body for the movement. The activities carried on by the C.P.C. can be summarised under four main headings:

(a) Educational Organisation. This involves the setting up of the machinery necessary for the carrying out of political education policy, the arrangement of courses, conferences and schools on a national basis, and the operation of the C.P.C. membership scheme. The C.P.C. Postal Study Courses are run by the department. The Conservative Overseas Bureau, although not strictly a political education venture, is carried on by the C.P.C. on behalf of Central Office.

(b) Publications. The publication of pamphlets and booklets on topical and background subjects.

(c) **Educational techniques.** The preparation of training schemes and instructional courses for use throughout the movement.

(d) **Other organisations.** The maintenance of contact with other educational and professional bodies throughout the country.

II. Organisation

The general policy of the education movement is decided by the **National Advisory Committee on Political Education**. This is an advisory committee of the National Union and consists of the Chairmen of the twelve Area Education Committees, together with a number of members appointed by the Executive Committee of the National Union, or co-opted to the Committee. The Deputy-Director of the C.P.C. acts as secretary of this committee.

Each Provincial Area in England and Wales has a Political Education Committee charged by the Area Executive Committee with the responsibility of organising political education in the Area. The Area Political Education Officer acts as its secretary. The members of the committee are chosen for their knowledge of, and interest in, political education, and in certain cases, for some special contribution they can make, as in the case of representatives from the universities. Constituency education committees are formed on the same basis. No definite rule can be given as to their composition, but where there is ward and branch representation it is desirable that there should be adequate representation of the Young Conservatives and the Men's and Women's organisations. But it should be emphasised that it is not necessary for education committees to be selected on a geographical basis. A committee consisting of representatives of *interests* such as welfare workers, trade unionists and educationists may be preferred. The committee should certainly work in close touch with the Young Conservatives, the Conservative and Unionist Teachers' Association and Conservative Trade Union Councils, and with the political committees of Conservative Clubs in the constituency, and should have power to co-opt individuals not necessarily in

the Party Organisation whose experience would be valuable. Where for any reason it is not possible to form a committee, a voluntary education officer can be appointed to arrange political education activities and maintain a continuity of programme with the help and support of the Agent. This can only be a temporary measure, as the work involved is too great for one individual. It will often be found that the interest which a voluntary education officer manages to arouse makes possible the formation of a committee at a later stage. Sometimes it may be more convenient to group constituencies together—e.g., in a city—under a single education committee. Such an arrangement may arise naturally where constituencies are already grouped for other purposes.

THE WORK OF THE CONSTITUENCY POLITICAL EDUCATION COMMITTEE

As with the composition of the committee, so with its work; no hard and fast ruling is possible. The work will vary with the needs of the constituency, and the following are only suggestions to serve as a guide:—

1. The committee should be responsible for deciding the educational programme of lectures, conferences and classes where these can be arranged on a constituency basis. The co-ordination of educational activities and the maintenance of continuity of effort are other important duties.

2. Any section of the constituency organisation, ward or branch, women's branch, trade union group or Young Conservatives, wishing to arrange political education activities for their own members, should feel they can look to the education committee for help and advice on their programme, on obtaining suitable speakers and on the general organisation of these meetings. It is important that applications for speakers and lecturers from the Area or Central Office panels should be made in the recognised way. Applications must be made by the Constituency Agent on behalf of the committee. The pressure on the Area and Central Office panels is very great and is aggravated if applications are received in other than the recognised way.

3. Educational activity may follow public speaking and canvassing classes, for which ordinarily the Education Committee is not responsible. Towards election time, or when there is a canvassing drive, there may come a further demand for the briefing

of speakers or canvassers in political subjects. The Education Committee can give much practical help in arranging lectures, conferences or discussions designed to help in these ways.

4. An important responsibility for the committee is the forming of discussion groups throughout the constituency. These groups are formed in many different ways and need varying degrees of help. Members of the committee should be available to help with running the groups, the selection of subjects for discussion and finding experts or speakers to visit the groups on occasions.

5. The committee should also keep their groups and all branches and clubs informed of the latest literature and time-tables of the Two-way Movement of Ideas, and keep the constituency up to date with news of current political education activities at National, Area and Constituency (or branch) level. The Constituency committee is the first to receive the reports submitted by discussion groups taking part in the Two-way Movement and may if they wish add their comments before forwarding them to their Area committee. A conference of discussion groups or discussion group leaders may be thought desirable. The committee in arranging this may well bear in mind that the local Member or prospective candidate might like the opportunity of meeting group members at such a conference.

6. The distribution of Swinton College programmes and general publicising of Swinton activities should also be the task of the committee, though one member may prefer to be the Swinton representative and undertake this on his or her own.

7. At the invitation of the prospective candidate and constituency Agent the committee may assist in the organisation of the Information Centre. (See page 22 below.)

8. In most constituencies there are many non-party activities concerned with education. Too often Conservatives, to their own loss, have failed to make use of facilities provided, and the result has been monopolisation and exploitation by the Left. The committee can do useful work by obtaining information about the various activities of these organisations in the constituency, and encourage Conservatives to participate in genuine non-party organisations which can be helpful in political education.

III. Political Education Methods

The field of politics is so wide that it is quite impossible for any one person to have a detailed knowledge of all the subjects involved. Some subjects are indeed so complicated that only the experts can deal properly with them. A distinction has to be made between foundation subjects which should be known thoroughly, and those of topical interest with which a nodding acquaintance is sufficient. The foundation subjects are *Economics*, *Conservative Principles* and *Modern Political History*, *Political Thought and Conservatism*. These subjects form the groundwork essential to an understanding of politics.

Educational methods vary according to the type of constituency and the resources available. The pages which follow describe the usual way of carrying out the educational activities concerned. There are many variants of each method, however, some of which may have long-standing local usage to recommend them. As far as possible the best method to select is the one that people want to use. It is a waste of time trying to force discussion groups, for example, on to a constituency bent on having a lecture series. This should be borne in mind in deciding which of the following methods to employ:—

(1) THE LECTURE

The lecture is the best known educational method and is so familiar that it can be dealt with very briefly here. The main points to be watched by those arranging lectures concern subject, lecturers and timing. If possible each lecture should form part of a programme arranged around a central theme. This practice can be followed whether meetings are held weekly, fortnightly or even monthly. The title chosen for the lecture should make clear what it will be about. "Current Affairs" and similar vague titles are dull and uninteresting for this reason. The title should also have a popular appeal. For example, "The Development of Marginal Land" and "Winning New Acres" are alternative titles for the same lecture. "Rehousing in the 1930's," "The Conservative Record in Slum Clearance" and "A Million Left the Slums" are different versions of the title for a lecture on slum clearance. Great care should be taken in

choosing the lecturer. A lecture is not the same thing as a political speech. It should give an objective account of the subject in a way that will teach the audience the principal facts involved. A tirade against our political opponents, however interesting or amusing, does not increase the political knowledge of the audience. Advance publicity is essential to the success of a lecture or lecture series. People want to know in advance what the lecture is about and who the lecturer is to be. Meetings advertised as "Our usual monthly meeting" or in any other way which suggests a routine affair do not sound attractive. If possible a brief biography of visiting lecturers should appear in the local papers before a meeting takes place. Each meeting should end with a reference to the programme for the next meeting. Just as film trailers give the impression that next week's picture will be the best ever made, so this announcement should make it clear that the next meeting will be at least as good as the one just ending. A lecture should last not more than 40 minutes with plenty of time left for questions. There are very definite limits to the amount of information that the human brain can absorb at one time, and it is a great mistake to attempt to exceed these limits.

A large part of the success or failure of a lecture depends upon the chairman. The chairman, needless to say, should not undertake the lecturer's task, or monopolise the time of discussion. He is the link between speaker and audience, and it is his task to bring about what is called audience participation. This means the audience take part in the proceedings and do not remain mute after the lecture is over. The chairman, by his manner, may draw out the audience into discussion which may be preferable to simple questions. This requires practice and some preparation in thinking over the subject matter of the lecture beforehand.

(2) CONFERENCES

A conference is simply a meeting at which several lectures are given on a central theme and where there is opportunity for full discussion. It may last an evening, half a day or a whole week. The programme for the conference should be decided upon by the political education committee, and its success will be largely determined by the care with which this is done. The arrange-

ment of the programme presents the same sort of problem whether the conference lasts for half a day or for a week. First the theme must be decided upon, and the purpose the conference is designed to serve. The Area Political Education Officer should be called in to help at the earliest possible stage. The shorter the conference the more specialised should be the theme. A half-day conference, for example, on Foreign Trade would have a much narrower scope than a week's conference on the same subject. It is important too that lectures should be arranged in logical sequence so that the students receive the groundwork in the earlier lectures which will enable them to understand the more detailed material at the end of the programme. Revision periods, either in the form of discussions or as summarising lectures, should be included in the programme. Discussions should be on the subjects dealt with in the lectures, and care should be taken to see that each group has a competent leader, otherwise no useful purpose is likely to be served.

For week-end and longer conferences it is advisable to draw up a short list of books and pamphlets for reading. This, for the most part, will consist of books to read after the course is over. As far as possible relevant C.P.C. pamphlets should be read before the conference takes place.

Attention to the following points will make all the difference to the success of the conference:

- (i) An attractively printed programme is an important factor in inducing people to attend. A well set-out programme costs no more than a badly designed one. The Area Publicity Officer (A.P.O.) is always willing to help and advise on the design and lay-out of programmes.
- (ii) Showmanship is as important in political education as in any other form of political activity. Have a display of visual aids and an attractively set out book-stall in the hall where the lectures are to take place. Supplies of books and pamphlets on sale or return can be obtained from the C.P.C. Bookshops in London, Newcastle-on-Tyne, Cardiff and Leeds.
- (iii) Leave adequate time for recreation during the conference. As a general rule those attending learn almost as much from talking to people at the conference as they do from the lectures themselves.

(iv) In all cases the Area Political Education Officer should be brought in at the earliest possible moment to advise on drawing up the programme and the choice of speakers.

To sum up, the conference should be so organised that the students are not regimented, but everyone knows exactly what is going on and what is happening next. In a well-organised week-end conference, once the students have been told where lectures and study groups are being held no further announcements should be necessary. The great value of residential conferences is that they give people of both sexes, different ages and varying experience of life and politics an opportunity to mix and exchange ideas. Encourage people to get to know one another. Let people sit at different tables at meal-times. Let every student have a list of the names of fellow-students. The organiser of the conference should not be afraid of leaving some free time, even in a week-end conference, for the informal meetings and discussions of the students. A programme can be too tightly packed.

Remember that your conference has a purpose. Follow it up, make sure that the enthusiasm developed there is being put to good use. Keep in touch with students who are outstanding at conferences and find out what they are doing in their constituencies. In this way many useful speakers and discussion group leaders can be found.

(3) DISCUSSION GROUPS

Discussion groups are one of the easiest and surest methods of spreading knowledge and creating interest. Unlike lectures they represent a co-operative effort to secure the exchange of ideas and viewpoints through organised conversation. The discussion is controlled by the group leader—a task which requires considerable skill. He must be a mixture of referee and chairman. He must lead the discussion, guide it along the right lines and control it so that it does not get out of hand. He must have tact, firmness, knowledge of the subject, patience and humility. He must refrain from expressing his own views as such, but must lead the group to express all points of view. He requires to be tolerant and to have the ability to get the best out of other people. He is, it must be emphasised, a group leader and not merely a very clever fellow who forces his own ideas down other people's rather unwilling throats.

The *first essential* is to exercise the right amount of control. If the leader is too strict, the group will lose spontaneity and the members will lose interest. Too little control, on the other hand, allows garrulous members to monopolise the proceedings. Remember a group is not a success simply because there has been an uninterrupted flow of talk. Success means that the talk followed the plan made by the Group Leader and that all took part in the discussion and made some contribution to the common pool of knowledge.

The *second essential* is to ensure that everyone takes part in the discussion. It must be emphasised that discussion does not mean talking by one or two people. Nor is it a process of question and answer such as follows a lecture. These methods, however effective they may be in imparting information, represent a one-way traffic of ideas. Nor is a discussion a debate—although the Group Leader should stimulate differences of opinion—for a debate is not concerned so much with arriving at objective truth or the common sharing of knowledge as it is with pleading a cause or securing a victory in argument.

To ensure that everybody takes part in the discussion some members of the group will have to be coaxed—others deterred from speaking too much. The shy, silent member is the hardest to deal with. Do not fire questions at him, but direct a question gently in his direction. For example—say, “Now here’s another point. Perhaps Mr. Snooks could tell us about this,” pause, and then ask the question and make it a fairly simple one. The talkative member must be dealt with tactfully. Don’t simply choke him off, but have a quiet chat with him beforehand. Take him into your confidence—seek his help. Tell him you want him to explain a map or a particular point. Win his co-operation so that he knows that you will call on him and he will realise that it is unnecessary to push himself forward all the time.

The *third essential* is to recognise muddled thinking and rash generalisation. Be ready to counter such statements by asking other members if they agree. Remember, too, the distinction between fact and opinion. We may hold very definite opinions on a subject without possessing all the facts. A sound judgment must be founded on the facts and not the opinions of group members.

informal and alive. He must not allow a wrangle to develop, nor must he allow the session to go on too long. The right length is about $1\frac{1}{4}$ hours. This should be sufficient to allow 10-12 questions to be discussed. At the end of the session the Question Master should sum up the main points emerging from the various opinions expressed by the members of the Brains Trust.

(6) DEBATES

It is typical of the British that they should have evolved a system of arguing according to rules. We call this debating, and, whether it is in the House of Commons or the village hall, the success and enjoyment of a debate depend upon the strict enforcement of these agreed rules.

Officers

Chairman: The responsibility for seeing that the procedure of the debate is carried out properly devolves upon the Chairman. He must be familiar with the rules of procedure and be able, if necessary, at the conclusion of the debate, to sum up the arguments which have been produced on either side.

Clerk of the House: His duty is to act as secretary and to take the minutes of the proceedings, and to make reports on the speeches which have been made.

Tellers: Tellers are appointed for the purpose of counting the votes at the end of the debate. (One or more tellers are chosen by each side.)

Atmosphere

It is a tradition in this country that the two sides in a debate should sit facing each other, whereas on the Continent it is usual for such bodies to be seated in a semi-circle. The Chairman should be seated on a platform at one end of the hall and in front of him should sit the Clerk of the House at the table from which the main speakers in the debate should make their speeches. In fact, the lay-out should represent as far as possible the interior of the House of Commons, so that the debate may be given greater realism and interest. The principal speakers should sit on each side of the Clerk's table, the proposers on the Chairman's right hand and the opposers on the left.

Choosing the Motion

It is most important to choose a Motion upon which there is likely to be a real difference of opinion. Nothing is duller than attempting to debate a question upon which everyone is already agreed.

Agenda

1. Call upon the Clerk of the House to read the minutes of the last meeting.
2. Announce that "the Motion before the House reads 'That two and two make four.' This Motion will be proposed by Mr. Red, seconded by Mrs. Blue, and will be opposed by Miss White and seconded by Mr. Yellow."
3. Call on Speakers in the following order:
"Mr. Red (who will propose the Motion)."
"Miss White (who will oppose the Motion)."
"Mrs. Blue (who will second the Motion)."
"Mr. Yellow (who will second the opposition)."
4. Announce that "The debate is now open to the House."
5. When the time for closing the debate approaches, the Chairman will call upon the proposer to exercise his right of reply.
6. The Chairman will then say "The Proposer having exercised (or waived) his right of reply, the Motion before the House reads 'That two and two make four.' Upon this Motion the House will now divide:
"Those in Favour —? Those Against —?"
The tellers after counting the votes will advance to the Clerk's table with the results.
7. The Chairman having been handed the figures of the vote by the Clerk will announce the result of the division.
8. If it is thought desirable the Chairman will then sum up the debate and adjourn the House.

Points of Procedure

1. Speakers must stand when speaking, and resume their seats when the Chairman rises to speak.
2. Speakers must not address each other across the House, but must address all their remarks to the Chair. This will ensure a good-tempered debate, since it is difficult to contradict or correct an opponent with undue violence while addressing such remarks to an impartial third person, the Chairman.

3. A time limit should be provided for all speeches, say, fifteen minutes each for proposer and opposer, ten minutes each for third and fourth speakers, five minutes each for other members and five minutes for the proposer's reply.
4. No one should be allowed to speak a second time in a debate, except that if any member finds that his statements have been misinterpreted by a subsequent speaker, he may rise on "*a point of personal explanation*." This must not, however, be used to make a second speech—only to correct a misinterpretation of his remarks.
5. If two members rise simultaneously, the Chairman must decide who has the prior claim and should call upon the second member to speak immediately afterwards.
6. When a member notices that any rule of debate has been infringed he may rise on "*a point of order*," calling attention to such infringement. The Chairman must deal with any points of order as they arise.
7. The Chairman should not allow an amendment to the motion to be moved in a debate.
8. In the event of the Chairman wishing to speak on the Motion he will call upon some other member, who has not spoken, to take the Chair until the house adjourns.
9. Both the proposer and seconder of the Motion have the right of reply. The object of this is to enable them to consolidate their arguments, to correct misapprehensions, and, if possible, to demolish each other's arguments. The reply should therefore be brief, pithy and to the point.
10. The vote is taken by a show of hands. All those in favour of the Motion are first asked to hold up their hands and then, when these have been counted by the tellers, the Chairman asks those who are against the Motion to vote. If the minority is dissatisfied when the Chairman announces the result they can demand a division. When a division is demanded, it cannot be refused. The procedure for a division is as follows:

There must be at least two exits to the hall, and one of these is termed the Aye lobby, and the other the No lobby. Two tellers go to each, one supplied by the Ayes, one by the Noes. When these preparations are complete, voters pass out of the exits according to their intention of voting. The Ayes should

go by the Right exit and the Noes by the Left exit—the direction being the right and left of the Chair, not of the voters.

When voters have once passed the tellers they cannot return until the division is over.

As voters pass out, each teller counts them, checking each other's numbers. When all have passed out the numbers are written down, and when the voters have returned to their seats the teller whose side is now in the majority announces the numbers to the meeting.

11. The Chairman has a casting vote.
12. No speaker should be permitted to read his or her speech. Reference to notes is, of course, permitted.

These rules may be adapted to the requirements of each debate, and as long as the proper procedure is followed and the debate is conducted with a certain degree of ceremony and dignity, it will provide an excellent opportunity of discussing political problems and of practising public speaking.

IV.

C.P.C. Headquarters Activities

(1) THE C.P.C. MEMBERSHIP SCHEME

The C.P.C. Membership Scheme enables individuals, Associations and branches to keep in touch with the work of political education. The annual subscription is 12s. 6d., or 2s. 6d. for subscribers to the Conservative All-In (35s.) Literature Service. For this members receive all C.P.C. publications as they appear. The C.P.C. journal, "Objective," which gives details of new ideas and developments in the movement, is also sent to members, together with details of C.P.C. and Area schools and conferences and the Swinton Conservative College programmes. Members also receive an invitation to the C.P.C. Annual Conference and may obtain advice on study and research if required.

The great value of the scheme is that it enables members, wherever they may live, to keep in touch with the development of political ideas and to see the latest C.P.C. publications as they appear.

(2) THE C.P.C. POSTAL STUDY COURSES

The C.P.C. Postal Study Courses have been drawn up to meet

the needs of busy people who can give only a limited amount of time to political study. Each course consists of ten lessons, each taking a fortnight, but this time can be lengthened or shortened as the individual student desires. A specially-prepared handbook sets out the plan for study and written work. Each student is assigned to a tutor who is responsible for correcting all written work and giving advice and guidance as required. The amount of written work is not excessive, and the emphasis is on ensuring that the student has obtained a clear grasp of the problems involved.

Courses go on throughout the year, and the students may enrol at any time. The absence of a rigid time-table enables students to work in their own time at their own pace. All enrolled students can obtain information on topics of general interest outside the scope of their own course.

All those who successfully complete a course are awarded a certificate. Students attaining a sufficiently high standard will be awarded a Certificate of Distinction.

The following courses are available:

Course No. 1: "Economics for Today" sets out the principles of Economics in simple language and shows their connection with the problems facing the country at the present time.

Course No. 2: "The Practice of Politics" is designed to meet the needs of those who wish to take their politics seriously. Committee procedure, branch organisation, local government work, hints on public speaking, elements of electoral law, the fighting of an election and other subjects on which the active Party worker should be informed, are dealt with in a way that shows how the individual can play an active part in the political life of the community.

Part of the course is in the form of a narrative, showing how a group of people working as members of a society set about solving their problems. The written work consists of finding the answers to the sort of problems of organisation or procedure that arise in every constituency.

A special edition of this course has been prepared to meet the needs of Conservative Trade Unionists.

Course No. 3: "Modern Political Thought" (in preparation). This gives the historical and philosophical background to modern political thought and its significance today.

(3) THE INDIVIDUAL TUITION SCHEME— GUIDED STUDY

The C.P.C. Postal Study Courses provide a means whereby those who wish to study a particular subject may do so in their own time. The number of courses available is limited, however, and there are many Conservatives who wish to improve their political knowledge in directions not covered by the Postal Study Courses. For them the Individual Tuition Scheme of guided study has been drawn up.

The essence of the scheme is that it provides a blue-print for the study of any aspect of politics that the student selects. The scheme consists of three elements:

- (a) a reading list and study notes graded to suit the student's ability;
- (b) question papers, students' answers to which are corrected and commented on by C.P.C. tutors;
- (c) a lending library service at the C.P.C. to provide by post books recommended for study.

How the scheme works

Any Conservative Party worker who is recommended by his or her constituency political education committee, or constituency Agent where no committee exists, may apply to the Political Education Officer of the Area for enrolment as a C.P.C. student. Full particulars of the students' requirements will be sent to the C.P.C. and a course of study will be prepared. Those enrolling must be C.P.C. members. Where it is possible to do so, arrangements will be made for tutors to be appointed in the Areas to whom students will go for individual coaching.

(4) THE C.P.C. ANNUAL CONFERENCE

The C.P.C. Annual Conference is a gathering of all those interested in political education from every part of the country. Invitations are sent to C.P.C. members by the C.P.C. and by Area Political Education Committees to members of the constituency political education committees and local educational groups.

In addition to a discussion of political education problems the conference is addressed by a leader of the Party on the current political situation and likely future trends and their relation to the work of the movement.

(5) THE C.P.C. NATIONAL SUMMER SCHOOL

The C.P.C. National Summer School is usually held during the month of July at some convenient centre such as Bath, Cambridge or Oxford. A theme is chosen which gives an opportunity for the study of background political subjects and those of immediate national interest. The choice of lecturers is wide. University lecturers, eminent industrialists and others are invited, as well as Conservative Members of Parliament. Discussions and other forms of group activity are an essential part of the programme. A summary of the principal lectures is made and circulated.

(6) THE C.P.C. BOOKSHOPS

The C.P.C. Bookshops were originally a part of the C.P.C., but as the scale of their operations increased new shops were opened in the provinces and it was decided to separate them from the activities of the C.P.C. As a result, the C.P.C. Bookshops are now controlled by a separate Management Committee responsible to the Chairman of the Party. The Bookshops are an important channel bringing Conservative books and publications to the public. In addition to displaying stocks of Party and C.P.C. publications, they have a wide range of books on such subjects as politics, history, economics and current affairs. They also provide a personal service for the general reader and can quickly obtain any book in print. All books can be ordered and dispatched by post. The Bookshops prepare special parcels of books for constituency libraries, and the managers of the Bookshops are always ready to help and advise on the choice of books for this purpose. All C.P.C. Bookshops send out parcels of books and pamphlets for schools and conferences, on sale or return terms. The addresses of the C.P.C. Bookshops are as follows :—

**C.P.C. London Bookshop, 6 Victoria Street, S.W.1.
Tel. : WHI. 4011.**

C.P.C. Northern Bookshop, 1 Grainger Street, Newcastle-on-Tyne, 1. Tel. : 22750.

C.P.C. Yorkshire Bookshop, 53 Great George Street, Leeds. Tel. : 40731.

C.P.C. Cardiff Bookshop, 43 Castle Arcade, Cardiff.

V. Information Officers and Information Services

INFORMATION OFFICERS

At a Parliamentary or Local Government Election every Party worker from Candidate to canvasser needs at some time or other an authoritative statement on an aspect of Party policy, or factual information on a particular problem. This information can of course be obtained by telephoning the Area Office, or even the Central Office in London, but this is not always convenient or desirable. The pressure on the Area and Central Office staffs is heavy, and it will lead to delay and congestion if questions which could be answered on the spot in the constituency are referred to them. In many Areas the practice has grown up of establishing constituency information centres, to provide information for Party Workers or for the general public. These centres are manned by voluntary information officers responsible to the constituency agent.

During a General Election campaign, and for that matter in bye-elections, responsibility for policy in every constituency rests with the Candidate and the Candidate alone. For that reason the information officer, or officers—the job is arduous and may require relays of workers—must never address the public directly except through the Candidate or his Election Agent or appointed deputy. Where a written statement of Party policy exists, the information officer may quote it, with its source clearly indicated; where facts and figures of unquestioned accuracy are available he may quote them, again with chapter and verse of the source indicated. The information officer must never chance his arm, or make a shot at a venture. He must always verify his references, and where there is uncertainty he must know where to look for sources of information. The first place will be the Area Information Centre in the Area Office at which the answer required will be given or the source of the information will be quoted.

The qualifications and training of an information officer are important, but are not so exacting as to make it impossible to fill the post from amongst the ranks of the voluntary workers in each constituency. The first and most essential qualification is

that an information officer should have the confidence of the Candidate and Agent. The necessary personal qualifications are a tidy mind, of the kind that can use a card index, and even compile one. The kind of mind that flounders before a pile of references or sees no significance in noughts or decimal points is not suited to this work. He or she must be capable of accurate work amidst the excitements of a general election, and while being able to give swift decisions, should have sufficient coolness not to be rushed into unconsidered replies. The information officer must be capable of resisting the temptation to give questioners the answers they want to have, whether these are true or not. In most Areas briefing conferences are held for information officers, at which details of their function in the particular area are explained.

In setting up an information centre, as in most other things, it is necessary to think out what will be needed beforehand. It is a good thing to collect in advance local details, e.g., on housing, local industries and conditions, unemployment, etc. Often this information can only be obtained locally, and many election questions relate to local as much as national problems. It is also useful to have biographical details of the opposition candidate or candidates, and records of their speeches as reported in the press.

THE INFORMATION SERVICE

A reference section of the Party's literature should be prepared for use by an information officer. In addition to the Campaign Guide and the Party Election Manifesto, it should include all the policy statements and sets of Notes on Current Politics, Memoranda to Speakers, The Conservative Approach and the Weekly Newsletter. It is as well to fasten the Notes on Current Politics together with treasury-tags and to include the index (issued every six months), or, almost certainly, the one copy that must be consulted will have been borrowed and be missing at the last moment. The C.P.C. publications should be included in the reference section—the Inside Industry and Topic for Today series will be found most valuable. The "Daily Notes" issued by the Conservative Research Department during the campaign are of inestimable value in dealing with topical questions. It will be found that a very large number of questions can be answered immediately from these pamphlets, and almost

all, in fact, from them and the Campaign Guide. Although it seems a heavy task, the information officer would do well to read through the Campaign Guide. He will then find that he remembers where the information is, even if he does not remember what it is in detail. The index then is the guide, but it is as well to remember that a perfect index could scarcely be the work of man. It is a good thing, too, to have the Election manifestos, policy statements and speakers' handbooks of the other parties, and if possible those of previous General Elections.

The information officer's job must be tackled methodically, with every question written down as it is received, the time it is received, and the questioner's name, address and telephone number. It is well to write down and keep a record of the answers too. Questions recur, and in any case it may be necessary to turn up the reply given. A sound maxim is always to try to answer a question on the day it is asked.

The Constituency Information Centre is closely connected with the organisation of the Constituency Library, which is dealt with in the next section. The Political Education Committee should assume the responsibility of finding suitable information officers and, in conjunction with the Constituency Agent, find them a table and a telephone in the Constituency Office. In some cases a ward or groups of polling districts may have sufficient traffic to require an information officer. When this happens he or she should be under the control of the constituency information officer at the Constituency Office. The quick answering of questions is one of the surest ways of countering inspired rumours and misleading statements, and is a sign of efficiency in the Party Organisation.

ESSENTIAL PUBLICATIONS

THE CAMPAIGN GUIDE, (1951 and subsequent editions)

NOTES ON CURRENT POLITICS

DAILY NOTES

THE CONSERVATIVE APPROACH

THE WEEKLY NEWSLETTER

C.P.C. PUBLICATIONS.

CONSERVATISM 1945-50 (*A summary of Conservative statements and writings on principles and policy*)

} Conservative
Research
Department

GENERAL SOURCES OF REFERENCE (*available in most public libraries*).

1. STATISTICAL ABSTRACT OF THE UNITED KINGDOM. *Published annually by H.M.S.O.*
2. STATISTICAL ABSTRACT FOR THE BRITISH COMMONWEALTH. *Published at intervals by H.M.S.O.*
3. THE BOARD OF TRADE JOURNAL. *Weekly, 6d. H.M.S.O.*
4. THE MINISTRY OF LABOUR GAZETTE. *Monthly, 6d. H.M.S.O.*
5. WHITAKER'S ALMANACK. *Published annually.*
6. MONTHLY DIGEST OF STATISTICS. *Monthly, 2s. 6d. H.M.S.O.*
7. MONTHLY HOUSING RETURN. *Monthly, 6d. H.M.S.O.*
8. WHITE PAPERS. *As published by H.M.S.O.*
9. BLUE BOOKS. *As published by H.M.S.O.*
10. PARLIAMENTARY BILLS. *As published by H.M.S.O.*
11. ENCYCLOPAEDIA BRITANNICA. *At Public Libraries.*
12. WHO'S WHO. *Published annually.*
13. HANSARD. *Weekly edition, 2s. daily edition, 9d.*
14. DOD'S PARLIAMENTARY COMPANION. *Annually.*
15. VACHER'S PARLIAMENTARY COMPANION. *Bi-monthly, 2s. 6d.*
16. BRITISH SURVEY. *Monthly, 6d. Published by the British Society for International Understanding.*
17. THE WORLD TODAY. *Monthly, 1s. Published by the Royal Institute of International Affairs, Chatham House.*
18. CHRONOLOGY OF PRINCIPAL EVENTS. *Bi-monthly, 6d. Published by the Royal Institute of International Affairs, Chatham House.*
19. THE STATESMAN'S YEAR BOOK
20. *The Times* HOUSE OF COMMONS

} *Where of
special
interest*

VI. The Constituency Library

ITS PURPOSE

The constituency library should not attempt to be a second public library catering for all tastes from rock-gardening to free trade. It must be a specialised library in which political books, pamphlets and reference books are assembled conveniently together in one place. It must be available for use by all genuine seekers after information in the constituency.

WHERE SHOULD IT BE?

Obviously the constituency library must be situated in or near the constituency office. The ideal arrangement is for it to be

housed in a separate room, but in these days of crowded office accommodation this is not often possible. The next best solution is to have the library at one end of a big room, if possible curtained off from the rest of the room. Every effort should be made to make it as attractive as possible in appearance. The shelves should be dusted regularly, and there should be chairs and a table for those wanting to read there. The legend of high-principled youth starving in a garret dies hard, but all those with practical experience of adult education will agree that enthusiasm does not flourish in dusty and drab surroundings.

STARTING A LIBRARY

A constituency library may be started in a variety of ways. A grant of £5 will buy one of the parcels of books specially selected by the C.P.C. London Bookshop to form the nucleus of a library. Naturally this is only a beginning, and a library is like one's personal knowledge in that it is never complete but always growing. The C.P.C. Bookshops also provide follow-up parcels enabling a library to be added to at intervals. Help and advice on the selection of books for libraries can be obtained from the Manager of the C.P.C. London Bookshop, or from the Director of Studies at the C.P.C.

PAYING FOR THE LIBRARY

One of the things that must be realised by those responsible for the constituency library is that it will be a source of expense. At least one copy of each new Party publication should be added on publication. Outstanding new books must be bought if it is to be kept up-to-date. A regular financial grant will be necessary if the library is to maintain its usefulness. Some members using the library will probably wish to present books to it from time to time. Such public spirit should be encouraged, but those responsible for running the library must be prepared to examine such gift horses thoroughly, and tactfully reject any that are no longer fit for work.

It is important that the committee responsible for the library should endeavour to secure a fair balance between the various subjects which make up political education.

THE INDEX SYSTEM

The library will have to cater both for those who wish to borrow books for serious study and those using it for reference. The key to success is the careful indexing of the books available. A visit to the public library to see the way in which the card index is compiled will be well worth while when the library is in its early stages. The most helpful method is to index all books and pamphlets under subject matter and alphabetically under the names of their authors. The books and pamphlets themselves should be placed neatly on the shelves so that members have no difficulty in finding them. There should be a system for entering the books borrowed in a library register so that it is not necessary for the librarian or the Agent to be permanently in the library. The librarian must be responsible for checking this book and also the contents of the library from time to time.

CONTROL OF THE LIBRARY

The system adopted for running the library must vary according to circumstances. There are advantages in having a small group of three or four interested people who are responsible for the library. A group of people can share duties between them, and a small committee of this kind is usually able to make a more catholic selection of books than would be made by one person. Other things being equal the Chairman and Secretary of the Political Education Committee and the Information Officer should be members of this small committee.

THE LIBRARY AND THE INFORMATION CENTRE

Some books of reference which will be particularly valuable to the Information Officer must be included in the library. A selection of those quoted above is suggested. Books such as "The British General Election of 1950" by H. G. Nicholas (and its successors) should be included in the reference section of the library.

Pamphlets and periodicals should also have a place in the reference section. Amongst these the most important are "Notes on Current Politics," "Foreign Affairs," "The Conservative Approach," "The Weekly Newsletter," "Tory Challenge," "The Councillor," "The New Horizon." These should be filed, indexed and kept in the library. There

should if possible be copies of weekly editions of Hansard for both Houses. Conservative Members of Parliament will normally be willing to pass on their weekly editions of Hansard as the bound volumes become available for their own use. The value of the library will be increased and the interest of the readers stimulated if the weekly reviews are available. It is not suggested that these should be bought from constituency funds, but it is likely that individual subscribers would be prepared to give their copies to the library after reading them.

The establishment of such a library will prove to be not only a real stimulus to political education but also a source of interest to members of the Association. Above all it will provide that ammunition which will make possible victory in the political arena.

VII.

Young Conservative Programmes

A great deal of political education is undertaken at Young Conservative meetings. Perhaps because they enjoy it so much they rarely think of it as political education. Certainly the last thing that should be done is to introduce an atmosphere of solemnity and dullness into the meetings in the name of education. The secret of success is to plan branch activities well ahead and circulate a programme showing what they will be. If possible it is better to print programmes, but a duplicated version is better than nothing. The political education programme by whatever name it is known may be the means of preventing a vigorous and active branch sliding out of existence. Members want to know what sort of meeting they are to find when they go along.

The main point in planning the programme is variety. The several kinds of fixtures mentioned in this pamphlet, quizzes, brains trusts, mock parliaments, debates, etc., are all entertaining, educational, and, alternating with lectures, provide a pleasant diversity of interest. Works visits, visits to local government undertakings and attendance at Council meetings can take the branch out of their usual meeting-room, and, if well organised, have the pleasure of an excursion. Political

education is only dull when inserted like medicine in a meeting bent on getting it over as soon as possible. The arranging of a debate with neighbouring branches, particularly in the case of one having a difficult time, may be good for the hosts and stimulating for the guests. If the programme is thought of as mixing a plum pudding which must not be heavy and stodgy, not all plums, but well mixed, it will succeed. Consult the Area Political Education Officer about subjects and speakers. If there is a connecting thread in the lectures arranged, each one gains in interest from the others, and even a small branch can secure interesting educational speakers who know their subject. Even the single meeting can be well planned, so that eventually it gives all members a place in the proceedings. It may be that at each meeting members could be chosen in turn to speak for say ten minutes on the events of the week. It is excellent training and makes ordinary members feel that they play their part in the branch. Again, a large branch can be divided into discussion groups, for about half an hour which at the end meet together and let their discussion leader present their reports. If one night a speaker fails, an open forum of members talking of their own jobs or interests may prove one of the most interesting of meetings, and it is always surprising what talent such a forum reveals.

When the programme is arranged it is worth letting the Young Conservative Area Organiser have a copy.

VIII.

Swinton Conservative College

The Swinton Conservative College is controlled by a Board of Governors. There is also Swinton College Education Committee. The C.P.C. is represented on this committee.

The College, which is situated at Masham in the North Riding of Yorkshire, was opened on the 25th March, 1948, and has accommodation for from 65-70 students. Since its opening an average of 1,800 students a year have attended the College. It is interesting to note that an attendance of six students from each constituency each year would keep the College permanently full. The College has acquired a reputation for its

friendly informal atmosphere, the high standard of its teaching, and accommodation.

Its work falls into two main categories. First, it is a staff college for Party officials, putting on training courses and refresher courses of up to a fortnight's duration. Secondly, it is a training centre for party workers from all constituencies. These courses vary from a week-end to a week in length.

A new development is the Long Course, lasting seven weeks. Two of these courses are held each year, running concurrently with other courses. They lend themselves to teaching on the lines of University tutorials, the student following a definite programme of reading and study.

Particulars of the courses held at Swinton can be obtained from Constituency Agents, Area Political Education Officers or direct from The Bursar, Swinton Conservative College, Masham, Nr. Ripon, Yorkshire, (Telephone : Masham 230.)

SPECIMEN COURSES

1. A WEEK-END COURSE

Theme: **Disraeli and Marx**

Friday

6.30 p.m. Introductory Talk by the Principal.

8.15 p.m. Lecture: "The Traditional British Way of Life."

Saturday

9.30 a.m. Lecture: Disraeli—His Life and Work.

11.15 a.m. Discussion Groups.

5.00 p.m. Lecture: The Economic Background.

8.00 p.m. Lecture: The Labour Party.

Sunday

11.00 a.m. Lecture: Marx and his Successors.

2.00 p.m. Lecture: The Conservative Party's Approach to Modern Problems.

5.00 p.m. Summing Up.

8.00 p.m. Open Forum.

Lectures are followed by questions and discussion.

2. A WEEK'S COURSE

Theme: **The State of the World to-day**

Saturday Introductory Talk.

The Principal.

Sunday

- 2.00 p.m. Lecture: Communism in the World Today.
5.00 p.m. Discussion Groups.
8.00 p.m. Lecture: Democracy must pay the Insurance
Premium of Peace.

Monday

- 9.30 a.m. Lecture: The U.S.A. in the Modern World.
5.00 p.m. Discussion Groups.
8.00 p.m. Lecture: The Position of Germany.

Tuesday

- 9.30 a.m. Lecture: Western European Problems.
8.00 p.m. Lecture: The Middle East.

Wednesday

- 9.30 a.m. Lecture: The British Empire as a World Force.
5.00 p.m. Lecture: The Politics of the Western Mediter-
ranean.

Thursday

- 9.30 a.m. Lecture: The Problems in the Far East.
5.00 p.m. Summing Up—The Principal.
8.00 p.m. Discussion Group Reports in Open
Forum.

Lectures are followed by questions.

3.

A SPECIMEN LONG COURSE PROGRAMME

The Course will include a study of the following:

Political and Social History.

Economic History.

Economics (including the structure of industry and trade).

The Constitutions of Britain and Empire countries.

Political Thought and Methods of Government.

These are the subjects which form the background of politics. Current political questions do not come upon us suddenly; they often develop over a long period of time and we can best understand them by enquiring how they have arisen. When we adopt this historical approach and analyse the present in the light of the past, we are most likely to be able to discern those trends which will dominate the future.

The work in the main takes the form of directed reading and tutorials with individual attention. Each tutorial group will

consist of three or four students. In addition, there will be special lectures including talks on current affairs. Training in public speaking is also arranged. An outline of the subjects to be studied is given below:

(1) Political and Social History

British political and social history since 1688: Walpole and the Whigs. The personal government of George III. Pitt, Fox and the Napoleonic Era. The social effects and problems of the Industrial Revolution: factory conditions, population, housing, the Poor Law, Chartism. The background of the Reform Bill. Disraeli and Gladstone. The development of popular government. The history of the Conservative, Liberal and Labour parties. The working class and politics; socialist societies; trade unions. The development of the Social Services. Local Government. Some thinkers and writers of the 19th century. British politics since 1900. The development of the Empire and the problem of Ireland. British Foreign Policy—the Concert of Europe and the Balance of Power. The League of Nations and U.N.O.

(2) Economic History

The State and Industry—Edward I to the Hanoverians. William Pitt. The Navigation Laws and Colonial Policy. The Industrial Revolution. Huskisson. The financial policies of Peel and Gladstone. The story of currency and banking. Wages and Prices in the 19th century. Foreign Trade in 18th and 19th centuries. Adam Smith, Free Trade, and Laissez Faire. Roads, Canals and Railways. Agriculture in 18th, 19th and 20th centuries. Britain's industrial peak and decline. Chamberlain and Protection. Trade in the 20th century. The Labour Party in Office. Between the Wars. Nationalisation 1945-50. State Planning 1945-50.

(3) Economics

Relationship with other social studies. Wealth. Capital, Land, Labour, Organisation. Rent, Wages, Profits, Interest. Savings and Investments. Home Trade. International Trade. Money, Banks and the Price Level. The Budget. The Price Mechanism. Unemployment—its kinds and causes. The ideas of Lord Keynes. Monopoly. Socialism and the forms it takes. The effects of various controls.

(4) The Constitution of Britain and Empire Countries

Constitutional History from Anglo-Saxon times to the present day, with particular emphasis on the development of parliamentary form of government. Law and Conventions of the Constitution. Development of Bureaucracy. Local Government. Constitution of Northern Ireland. The Constitution of the Dominions and the constitutional relations of the British Commonwealth. The Colonial Empire.

(5) Political Thought

Short history of political thought from Plato to beginning of the 18th century. More detailed study of political theories of Hobbes, Locke, Montesquieu, Rousseau and Burke. Development of Conservative Thought. The Whigs and the Liberals. Marx and Socialism. Methods of Government.

Variety in Discussion

Variety is the spice of discussion. The Group Leader must be constantly on the look-out for new methods of stimulating the interest of his Group. If he follows the same set pattern each time, the Group will gradually lose interest and become stale. The Group Leader must remember that people learn not only through the ear, but through *action*. There are many ways in which variety can be introduced to help the group reach a clear understanding of the problem under discussion. Here are some suggestions which should prove helpful to leaders:

(a) **Visual Aids.** Visual or pictorial aids can be used very effectively in discussion. For some discussions a map is essential. This may be a printed map, or failing this, one drawn on brown paper or on a blackboard by the Group Leader. If you are using a map, make sure that the points you wish to stress are clearly marked and that they can be seen by all the members of the group. It is a good plan to confer with a member of the group beforehand and get him to explain the map to the group. Diagrams can be of great help in making the meaning of figures clear. A simple graph of exports and imports will make their relationship clearer than a lot of talking. Figures relating to manpower can be illustrated by diagrams in which one man represents, say, a million workers. A diagram or poster can be used to set a problem and not merely as an illustration. Remember always that a diagram must be simple and its meaning easily grasped if it is to be of value. A confusing diagram will do more harm than good.

(b) **The Quiz.** It is often helpful to hold a short quiz instead of the usual introduction to a discussion. This method is particularly useful with a new group as it helps to break the ice and get members talking easily. The Group Leader should prepare, say, ten questions on the topic under discussion. When the group meets he will say "Now before we begin our

discussion let us see how much we know about it." Then he asks his questions, the easiest ones first. Answers can be written or given orally. From the Group Leader's point of view a quiz has the advantage of showing who are the knowledgeable members of the group.

(c) **The Brains Trust.** It is sometimes advisable to make expert outside opinions available to a group. If a group has been discussing housing, for example, invite an architect, a builder, a bricklayer and a councillor who is on the local Housing Committee to come along to answer the group's questions. In this way the group will be able to check its opinions against those of the experts, and several new points of view will be put forward.

A modified form of Brains Trust called "In the Witness-box" can also be used with great effect. In this case one person only is asked to come to the meeting of the group. A group discussing the trade unions, for example, could ask a shop steward or a trade union secretary to come and answer questions on his work. Both these methods are useful in broadening the views and increasing the interest of the group.

(d) **Dramatic Aids.** Some discussions can be dramatised with good effect. If the group is discussing local government problems, members of the group can be cast for the roles of the various local government officials. A brief rehearsal with prepared scripts should be sufficient to ensure that everyone sees what is wanted. This method really means that the members of the group try to give the opinions of a Town Clerk or Borough Engineer on the problem under discussion rather than their own.

Another method of dramatising a subject is to use a variety of newspaper cuttings. The members of the group are given newspaper paragraphs, all dealing with the subject under discussion. At the appropriate moment in the discussion the Group Leader will say "Now let us hear what 'The Daily Post' said about this." The member of the group with this particular cutting then reads "On 9th July 'The Daily Post' said . . ." and so on with the rest of the cuttings. Then the group goes on to discussion of the Press opinions which they have heard.

A further dramatic activity for the discussion group is for the group to constitute itself as one of the Government Boards or

Commissions which are set up from time to time. This method has the advantage of making the group carry out a good deal of research into the composition and membership of the body they are representing.

(c) **Mechanical Aids.** A final method of introducing variety into the working of a discussion group is by means of mechanical aids. Films can be used most effectively in dealing with some subjects. Enquiries for films available and how to obtain them should be sent to **The Conservative and Unionist Films Association, 70 St. Stephen's House, Westminster, S.W.1.** Film strips and epidiascopes can also be used to present certain topics. These aids are best used before a discussion. The group then proceeds from the passive occupation of watching a film to the active business of discussion.

Gramophone recordings of speeches by eminent statesmen can also be used in reconstructing the background to current events. Recordings of speeches at the Party Conference and of some Party Political Broadcasts can be obtained from the Sales and Supply Section of the Conservative Central Office.

The wireless can be used by discussion groups, but not as an integral part of a particular discussion. Many talks and features are broadcast which are of interest to discussion groups. Members of a group can be encouraged to listen to a series of talks related to the subject they are discussing, and provided the majority of the group are able to hear the talks, the information gained can be used and referred to by the Group Leader as a part of the group's work.

The aids to discussion described in this section are by no means the only ways in which variety can be introduced into discussion. Group Leaders should be constantly on the look-out for new ways of making the problems under discussion as clear as possible. The chief thing to remember is that aids to discussion should be used only if they really do help to make the subject clearer. Never make use of a diagram, however colourful and elaborate it may be, just because it is available. The wise Group Leader, whilst remembering that too much variety will lead to distraction and loss of concentration will endeavour to find the right amount that keeps the discussion lively. As in everything else it is a question of not too much,

not too little, but just right. The help which can be gained from these aids to discussion well repays the trouble taken to find out what "just right" means in their case.

APPENDIX 2

Political Education in Country Areas

In country districts political education encounters many difficulties not met with in the towns. The population is scattered over a wide area and there are few convenient centres for meetings. In any case farm workers and other members of the rural community have little time for attending political meetings, or indeed, for reading party publications. Nevertheless the work of political education in the sense of bringing about a better understanding of national problems and of Conservative policy must be carried on. This means that informal methods which reach the rural worker during his working or leisure hours must be used. In other words, political education must for the most part be confined to *talking politics*, but the talking must be done by people who know what they are talking about. Those who undertake this task will have to be people whose occupation brings them into daily contact with all members of the rural community.

THE PARTY WORKER

There is no single formula for political education which will meet the needs of rural constituencies in all parts of the country. The methods to be used must be considered against the background of local conditions. The task to be carried out has three separate parts—selecting party workers, training them, and supplying them with information. This work calls for careful organisation by the constituency association. Where a political education committee is in operation this is the most suitable body for the work, but in some cases a small *ad hoc* committee may be preferred. The actual form of the responsible body is not particularly important. What is important is that the vital nature of the work of political education should be realised and arrangements made which ensure that it is effectively carried out.

The first task is the selection of suitable people to act as Party workers. This selection is governed by two factors. In the first place those chosen must be in daily contact with rural workers so that they have an opportunity of talking to them in the course of their normal work, and secondly, it is essential that those selected should be capable of passing on information in a form in which it can be easily understood. These key workers will include farmers, smallholders, foremen on the larger farms, doctors, travelling salesmen, insurance agents, village shopkeepers, publicans, threshing proprietors and so on.

BRIEFING MEETINGS

The second task is the training of those selected to become Party workers. This training will consist of briefing talks on the problems which are of the greatest interest in the constituency. The object is not to produce Party speakers or even skilled canvassers but *informed political talkers* able to argue the Conservative case soundly whenever called upon to do so. In a large constituency it will probably be necessary to hold briefing meetings at several centres. These meetings can very well be conducted by Party workers chosen to act as leaders for their own branch or village. In many cases only some half dozen Party workers will be involved. The use to be made of the information given must also be explained and Party workers should report on the results of their activities.

Meetings should be as informal and interesting as possible. Each meeting should deal with one main problem and the questions arising from it. The opening talk should last from fifteen to twenty minutes and be followed by a discussion on the best ways of dealing with the questions involved. The discussion should be summed up by the speaker.

PARTY PUBLICATIONS

The third task is the provision of information for Party workers. The publications which will be of the greatest help in work of this kind are *The Conservative Approach*, *Memoranda for Speakers*, *Notes on Current Politics* and *Topic for Today*. *The Conservative Approach* (Conservative Research Department, monthly, 1d.) contains a statement by one of the Party leaders on a topic of national importance, and a section giving the answers to topical political questions. A section headed "Country Questions" is included in each issue. This section deals with questions of

special interest to Party workers in the countryside. *Memoranda for Speakers*, produced by the Speakers' Department, give a detailed brief on a selected subject. Those issues dealing with agricultural and rural problems will be of great value to those responsible for conducting briefing meetings. They should also read certain issues of *Notes on Current Politics* (Conservative Research Department, 6d. fortnightly). This publication, each issue of which deals with one broad topic, summarises Parliamentary debates, official documents and in fact gives the latest statements on each subject. The *Topic for Today* series (2d. each) published by the Conservative Political Centre, give a less specialised and explanatory treatment of topical subjects. They are four-page leaflets giving the background facts and figures in easily readable style. These leaflets are intended to be read by all Party members.

DISTRIBUTION OF PUBLICATIONS

The political education committee should take steps to ensure that full use is made of all Central Office and C.P.C. publications. A small panel of members acting on its behalf should examine publications as they appear and recommend those that are suitable for distribution in the constituency. An issue of *Notes on Current Politics* dealing with agriculture or the *Topic for Today* on Agricultural Marketing would, for example, be of considerable value to Party workers in a country constituency. Arrangements should be made to secure a supply of such appropriate publications so that they are available for all those who would benefit from them.

OTHER MEETINGS

Discussion Groups have for a long time been a feature of political education in rural constituencies. Their advantages are that they are informal, comparatively easy to arrange and provide a means by which a detailed study can be made of a particular subject.

Open Forum. This type of meeting enables questions of local interest to be answered by local people. The forum should always be composed of people representing different sections of the community. For instance, a farmer, farm worker, a builder, a housewife and a doctor, provide a team capable of dealing with a broad range of questions.

Social Meetings. In the country social meetings are of the greatest importance since they are the main sources of entertainment. The whist drive, the sausage supper and so on, though not political education, provide excellent opportunities for the kind of informal encounters between farmers and their workers, which are essential to securing mutual confidence and goodwill. Where possible and suitable, Conservative film shows or information tents should be arranged at such gatherings as shows, markets and sales.

In the more remote areas the most popular form of meeting is a cinema show. The programme should include a short talk, a political short and a long feature film of a light nature.

"It's what you do with what you've got that counts" could be taken as the golden rule for political education in the rural areas. It applies not only to resources but to opportunities. Every constituency has plenty of people with opportunities for talking politics. The task is to find these people and supply them with information which will make them well-informed, rather than just well-intentioned Party workers. In carrying out this work the help of the Political Education Officer at the Area Office should be obtained. He or she will gladly give advice on publications, on drawing up the training programme for briefing Party workers, or give assistance in the planning of constituency conferences.

APPENDIX 3.

Facilities offered by Outside Bodies

AIMS OF INDUSTRY, 12 Carteret Street, London, S.W.1.

Issues pamphlets on industrial matters. Has a panel of distinguished speakers. Fights against State control.

AIR LEAGUE OF THE BRITISH EMPIRE, Londonderry House, 19 Park Lane, London, W.1.

Seeks to secure the maintenance of adequate air forces and reserves for Empire and Home defence.

ARTS COUNCIL OF GREAT BRITAIN, 4 St. James's Square, London, S.W.1.

Stimulates local initiative and interest in the arts. Consult your A.P.E.O. about its regional organisation.

**ASSOCIATION FOR EDUCATION IN CITIZENSHIP,
3 Elms Mews, London, W.2.**

Promotes educational training in citizenship, mainly through its publications.

**BRITISH ASSOCIATION FOR COMMERCIAL AND
INDUSTRIAL EDUCATION (B.A.C.I.E.), 174 Sloane
Street, S.W.1.**

Issues pamphlets on industrial matters; has a panel of speakers.

BRITISH COUNCIL, 65 Davies Street, W.1

A Government sponsored body. Produces pamphlets, visual aids and films.

**BRITISH COUNCIL OF CHURCHES, EDUCATION
COMMITTEE OF, 102 Woodstock Road, Oxford.**

Seeks to stimulate popular adult religious education, including the development of new techniques.

**BRITISH DRAMA LEAGUE, 9 Fitzroy Square, London,
W.1.**

Acts as an advice bureau on drama matters.

**BRITISH SOCIETY FOR INTERNATIONAL UNDER-
STANDING, 36 Craven Street, London, W.C.2.**

Promotes popular education on foreign and Imperial affairs. Publishes "British Survey" monthly. Panel of lecturers and information service.

**BUREAU OF CURRENT AFFAIRS, 117 Piccadilly, London,
W.1.**

The civilian sequel to the war-time A.B.C.A. Publishes the fortnightly discussion series "Current Affairs" and "Map Review." Runs an advisory service and training courses.

**CENTRAL BUREAU FOR EDUCATIONAL VISITS AND
EXCHANGES, Hamilton House, Bidborough Street,
London, W.C.1.**

Encourages interest and participation in overseas visits and exchanges. Publishes "Educational Travel" (1s. 3d. p.f.).

**CENTRAL OFFICE OF INFORMATION, Norgeby House,
83 Baker Street, London, W.1.**

The central Government agency for the production of information material on behalf of all Departments of State. Will provide letterpress, visual material (including films) and lecturers. Consult your A.P.E.O. about the nearest regional C.O.I. office.

**COLONIAL OFFICE INFORMATION DEPARTMENT,
Sanctuary Buildings, Gt. Smith Street, London,
S.W.1.**

Provides data on Colonial administration and economic and social conditions.

**COLONIAL AND OTHER TERRITORIES, U.K. OFFICES
FOR, viz., Bahamas, Bermuda, Cyprus, East African
Dependencies, Hong Kong, Malaya, Malta, Northern
Rhodesia, Nyasaland, Sudan and West Indies.**

See Whitaker's Almanack for addresses. Information material is often provided.

**COMMONWEALTH HIGH COMMISSIONERS' OFFICES,
viz., Australia House, Strand, London, W.C.2.
Canada House, Trafalgar Square, London, S.W.1.
Ceylon House, 13 Hyde Park Gardens, London, W.2.
India House, Aldwych, London, W.C.2.
New Zealand House, 415 Strand, London, W.C.2.
Pakistan House, 25 Lowndes Square, London, S.W.1.
Rhodesia House, Strand, London, W.C.2.
South Africa House, Trafalgar Square, London,
W.C.2.**

Most Dominion Houses can provide occasional lecturers on their countries, sometimes in the London district only. Some have films and other visual material.

**COMMONWEALTH RELATIONS OFFICE, INFORMA-
TION DEPARTMENT OF, Downing Street, London,
S.W.1.**

Official information about the Dominions and India should be sought from their High Commissioners' Offices (q.v.). The C.R.O. might be approached about the High Commission Territories—Basutoland, Bechuanaland and Swaziland.

COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP

Subsidiary of U.N.A. (q.v.).

DAILY MAIL SCHOOL-AID DEPARTMENT, New Carmelite House, London, E.C.4.

Publishes the invaluable "Visual Aid Year Book," a full survey of visual aid material and equipment (5s.).

ECONOMIC LEAGUE, 7 Little College Street, London, S.W.1.

Has a panel of experienced lecturers on economic, financial and social questions. Their nearest local representative is known to your A.P.E.O.

EMBASSIES AND LEGATIONS, see Whitaker's Almanack for addresses.

Are often willing to supply information about their countries. Some can provide talks, usually in or near London.

EMPIRE ECONOMIC UNION, 145 Abbey House, Victoria Street, London, S.W.1.

Will provide speakers on Imperial trade matters Produces authoritative pamphlets.

EMPIRE INDUSTRIES ASSOCIATION AND BRITISH EMPIRE LEAGUE, Craig's Court House, 25 Whitehall, London, S.W.1.

Provides lecturers on the history, composition and trading arrangements of the British Empire and Commonwealth. Issues a monthly journal and leaflets on particular aspects of Imperial affairs.

HANSARD SOCIETY, 39 Millbank, London, S.W.1.

Produces publications of a very high standard on aspects of the Constitution and inter-parliamentary affairs. Holds meetings and conferences on these subjects.

HOUSING CENTRE, 13 Suffolk Street, London, S.W.1.

Publishes pamphlets on housing and town and country planning. Holds lectures and conferences. Will provide speakers on housing topics. Has a good supply of visual aids.

IMPERIAL INSTITUTE, South Kensington, London, S.W.7.

Subsidiary of the Department of Overseas Trade. Administers an Empire film library for the Central Film Library. Lecturers, film strips and slides also available. Publications on Empire products.

INDIA, PAKISTAN AND BURMA ASSOCIATION, 222 Strand, London, W.C.2.

Issues pamphlets and will provide speakers on matters concerning India Parkistan and Burma.

INDIVIDUALISTS, SOCIETY OF, 147 Victoria Street, London, S.W.1.

Provides lecturers and publishes pamphlets.

LONDON MUNICIPAL SOCIETY, Palace Chambers, Bridge Street, London, S.W.1.

This Conservative body is an authority on London local government. Speakers and information can be provided.

NATIONAL ASSOCIATION OF LOCAL GOVERNMENT OFFICERS (N.A.L.G.O.), 24 Abingdon Street, London, S.W.1.

Publishes pamphlets on Local Government and can supply films, exhibitions and film-strips.

NATIONAL CENTRAL LIBRARY, ADULT CLASS DEPARTMENT OF, Malet Place, London, W.C.1.

Supplies on loan to adult classes in England books unobtainable in local public libraries.

NATIONAL COUNCIL OF SOCIAL SERVICE, 26 Bedford Square, London, W.C.1.

Promotes and assists voluntary social service work. Publishes a quarterly and "Citizen's Advice Notes." Consult your A.P.E.O. about the nearest regional office.

NATIONAL COUNCIL OF Y.M.C.A's, 112 Great Russell Street, London, W.C.1.

Includes adult education in its work. Consult your A.P.E.O. about local activities.

**NATIONAL FEDERATION OF WOMEN'S INSTITUTES,
39 Eccleston Street, S.W.1.**

Provides speakers for women's meetings.

**NATIONAL INSTITUTE OF ADULT EDUCATION, 35
Queen Anne Street, London, W.1.**

Recognised central body for adult education. Publishes quarterly "Adult Education," "Calendar of Residential Short Courses" and a directory of adult educational organisations.

**NATIONAL UNION OF TOWNSWOMEN'S GUILDS 2
Cromwell Place, S.W.7.**

Provides speakers for women's meetings.

**NAVY LEAGUE, Grand Buildings, Trafalgar Square,
London, W.C.2.**

Supplies speakers on the Royal and Merchant Navies, Empire communications, trade and sea power generally. Has a reference library.

**NORTHERN IRELAND GOVERNMENT AGENT'S OFFICE,
13 Regent Street, London, S.W.1.**

Printed material, lecturers and a 16 mm. sound film are available.

**OVERSEAS LEAGUE, Overseas House, St. James's, Lon-
don, S.W.1.**

Provides occasional lecturers on Empire subjects.

**POLITICAL AND ECONOMIC PLANNING (PEP), 16
Queen Anne's Gate, London, S.W.1.**

Produces full-length reports on political, social and economic subjects and broadsheets under the title "Planning."

PRIMROSE LEAGUE, 56 Victoria Street, London, S.W.1.

The work of this body is already well known to Constituency Associations.

**ROYAL EMPIRE SOCIETY, Northumberland Avenue,
London, W.C.2.**

The Imperial Studies Committee provides lecturers on Empire and Commonwealth subjects. The Information Bureau supplies information and visual aids; will "re-direct" Empire enquiries if necessary.

**ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS,
Chatham House, St. James's Square, London, S.W.1.**

The chartered voluntary body on this subject. Authoritative publications.

**RURAL COMMUNITY COUNCILS, 26 Bedford Square,
London, W.C.1.**

Subsidiary of National Council of Social Service. Promotes development of social service and social amenities in country districts. Quarterly "The Village." Consult your A.P.E.O. about its local organisation.

**TOWN & COUNTRY PLANNING ASSOCIATION, 28
King Street, Covent Garden, London, W.C.2.**

The recognised voluntary body on this subject.

**UNITED NATIONS, LONDON INFORMATION CENTRE,
Russell House, Russell Square, London, W.C.1.**

Provides a general range of information on U.N. Issues a number of bulletins and special pamphlets.

**UNITED NATIONS ASSOCIATION, 11 Maiden Lane,
London, W.C.2.**

Issues pamphlets explaining the work of U.N. Holds public meetings and conferences. Has branches and regional organisations throughout the country; further particulars from your A.P.E.O.

UNIVERSITIES—EXTRA-MURAL DEPARTMENTS

Provide courses of cultural and civic adult education for the general public in the form of Extension Courses or Tutorial Classes. Your A.P.E.O. will advise you on the facilities of the nearest University or University College.

**WORKERS' EDUCATIONAL ASSOCIATION, 38a St.
George's Square, London, S.W.1.**

The largest voluntary adult education body in receipt of public funds. Courses can be arranged on special subjects if a minimum attendance of 15 is guaranteed. Has branches and regional organisations throughout the country; further particulars from your A.P.E.O.

APPENDIX 4

C.P.C. Publications

After the 1945 election, the C.P.C. was given the responsibility of producing publications on vital political subjects by Parliamentary and other authors. Seven main series have appeared, and from 1945-1950 these achieved a circulation of well over a million copies. They had a tremendous influence in spreading up-to-date political information and knowledge. The series are as follows :—

1.—SPECIAL PUBLICATIONS

These are highly topical pamphlets specially designed for a wide public. They include :—

“Conservatism 1945-50.” (Cloth 2s. 6d., paper 1s. 6d.)

“Housing,” by Ernest Marples, 6d.

“One Nation” (social reform) (cloth 2s., paper 1s.).

“Tory Democrat” (Disraeli) (cloth 2s. 6d., paper 1s.).

2.—RESEARCH SERIES

These are objective publications many specially written by members of the Conservative Research Department and other authors, setting out the main results of recent political research on matters of both current and fundamental interest. The following examples are already well-known :—

“Conservative Social and Industrial Reform 1800-1945” (2s.).

“The Co-operative Movement,” by Vyvyan Adams (2s.).

“Essays in Conservatism,” by T. E. Utley (1s.).

“Health and the Family,” by Dr. Charles Hill (1s.).

- "The Great Betrayal" (nationalisation) by Col. James Hutchison (1s.).
- "Conservative Policy for British Horticulture" (1s.).
- "A Million Left the Slums," by Sir Geoffrey Shakespeare (4d.).
- "Town and Country Planning," by Colin Thornton-Kemsley (4d.).
- "Winning New Acres" (marginal land), by R. Donald Scott (4d.).

3.—**C.P.C. DISCUSSION Series** (6d.), formerly called the **"WHAT DO YOU THINK?" Series** (4d. each).

A series specially written for discussion groups, and an integral part of the arrangements for the Two-Way Movement of Ideas. Recent examples have been :—

- "Employment," by J. B. Wood.
- "More About Trade Unions," by David Clarke.
- "Re-armament for Peace," by Brigadier Anthony Head.
- "Agricultural Marketing," by G.R.H. Nugent.
- "British Trade," by Keith Stainton. (6d.).

4.—**"INSIDE INDUSTRY" Series** (4d. each).

These pamphlets are objective factual studies of the location, organisation and problems of major industries. They are compiled by members of the Conservative Research Department in consultation with prominent industrial experts. The series available are :—

Steel	Shipbuilding
Wool	Distribution
Cotton	Insurance
Coal (revised)	

5.—**TOPIC FOR TODAY Series** (2d. each).

A series of popularly written four-page leaflets on topical and background subjects. Some examples are :—

No.

- 3. His Majesty's Opposition : Origins and Organisation.
- 4. His Majesty's Opposition : Practice and Purpose.
- 5. "Your Trade Union."
- 6. "Miniature Biography : Mr. Churchill."

7. }
8. } " You and the Budget . "
9. }
10. " Real Aims of Socialism. "
11. " Balance of Payments and Outside Aid. "
12. " Cost of Living Index. "
13. " Agricultural Marketing. "
14. " Home-Produced Food Prices. "
15. " Conservatives and Local Government. "
16. " Miniature Biography : Mr. Eden. "
17. " National Minimum Wage for Agriculture. "
21. " Profit-Sharing and Co-Partnership. "
22. " Joint Consultation. "
23. " Incentives. "
24. " Monopolies and the Conservative Party. "
25. " The Working of the Education Act of 1944. "
26. " Conservative Way of Life. "
27. " Churchill : Architect of Peace. "

6.—C.P.C. ORGANISATION

Apart from this publication the C.P.C. issues periodic leaflets dealing with the technique and organisation of political education. A regular series of Policy Papers giving guidance to Area and Constituency Political Education Committees on the work of the Movement, especially in connection with the Two-Way Movement of Ideas. These are available from political education officers and constituency agents.

1877

THE UNIVERSITY OF CHICAGO

LIBRARY



CONSERVATIVE POLITICAL CENTRE

Membership Scheme

All those interested in the work described in this book will find the C.P.C. Membership Scheme of great advantage. The annual subscription is 12s. 6d., or 2s. 6d. for subscribers to the Party Comprehensive (35s.) literature service. C.P.C. members receive all C.P.C. publications as they appear. In addition, they are kept in touch with new developments and activities.

Postal Study Courses

1. ECONOMICS FOR TODAY The principles of Economics in straightforward language.
2. THE PRACTICE OF POLITICS The course for Party workers: committee procedure, branch organisation, Local Government work, hints on public speaking.
3. MODERN POLITICAL THOUGHT (in preparation) A new course on the development of political doctrine.

Fee for each course 10/- to members of the Conservative Party

All applications should be made to :

**THE ORGANISATION SECRETARY
CONSERVATIVE POLITICAL CENTRE
6 Victoria Street, London, S.W.1**